DOCUMENT RESUME

ED 373 607 FL 800 812

TITLE	Project EXCEL: Sheraton Wharf, Room Service Department. English Communication, Module 1.
INSTITUTION	Career Resources Development Center, Inc., San Francisco, CA.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	[Dec 93]
CONTRACT	V198A20244
NOTE	66p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Communication Skills; Conflict Resolution; Course Content; *Food Service; Helping Relationship; Hospitality Occupations; *Hotels; Instructional Materials; Interpersonal Communication; Limited English Speaking; *Literacy Education; Organizational Communication; Problem Solving; Skill Development; Telephone Usage Instruction; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS	California (San Francisco); Workplace Literacy

ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module contains six instructional units designed for hotel room service workers. An introductory section outlines functional objectives, gives an overview of the curriculum and offers suggestions for classroom presentation. Instructional units cover these topics: taking orders on the phone; room service basics; giving and asking directions; handling guest requests; confirming and clarifying requests; and taking guest complaints. The listening script and answers keys are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 607

SHERATON WHARF

ROOM SERVICE DEPARTMENT

ENGLISH COMMUNICATION

MODULE I

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and fu[illegible]g regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction.

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
Sheraton Palace Hotel, San Francisco

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace. "

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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FUNCTIONAL OBJECTIVES

In this module, students will improve their ability to take orders on the phone and polish their room service and communication skills with hotel guests. Also, they will practice giving directions, confirming/clarifying key information, fulfilling guests' requests, and handling complaints.

Language Functions	Language Competencies
1. TAKING ORDERS ON THE PHONE	
a. Greeting guests & taking down orders on the phone.	a. Can answer the phone, greet the guest appropriately, explain service details and take down orders, guests' name & room #.
b. Promoting other purchases.	b. Can promote sales of food & drinks.
2. ROOM SERVICE BASICS	
a. Following instructions.	a. Perform given instructions.
b. Expressing difficulties.	b. Can politely explain difficulties in completing given instructions.
c. Making polite requests.	c. Politely ask guests to sign the check.
d. Farewells.	d. Can say farewells to guests appropriately before leaving the guest room.
3. HOW DO I GET TO PIER 39?	
a. Giving short and long directions.	a. Can direct guests to popular tourist spots.
b. Expressing lack of knowledge	b. Express lack of knowledge in giving directions.
c. Getting help for the guest.	c. Can refer guest to a concierge.
4. HANDLING GUEST REQUESTS	
a. Making recommendations.	a. Recommend a restaurant or tourist spot to guests as requested.
b. Offering help.	b. Help guest get correct information.
c. Providing alternatives in problem solving.	c. Help guests solve simple problems by giving suggestions/alternatives.
5. CONFIRMING AND CLARIFYING REQUESTS	
a. Confirming given instructions.	a. Can confirm guest orders.
b. Clarifying information.	b. Can make clear key information.
c. Asking for repetition.	c. Can ask the guest to repeat a question or statement.
6. TAKING GUEST COMPLAINTS	
a. Making an apology.	a. Apologize for unsatisfied service provided.
b. Handling complaints.	b. Patiently listen to quest complaints.
c. Promising immediate actions in problem solving.	c. Can take immediate actions appropriately.

TO THE TEACHER

This module is designed for limited English-proficient (LEP) room service attendants at the Sheraton Hotel at Fisherman's Wharf in San Francisco. It consists of 6 units and 25 communication activities for a 24-hour course. Listening scripts and answer keys are provided at the end of each module for the teacher's easy reference. A cassette tape, which contains all the dialogues for speaking and listening activities, accompanies this module and completes the course material.

FORMAT OF EACH UNIT

Each unit in this module is divided into several sections (not all sections are used in every unit):

Unit topic
Each unit topic focuses closely on one major language function. In Unit 5 for example, the topic is "confirming and clarifying requests."

Warm up
The warm-up section gives a brief preview of the unit's target language function(s) by eliciting and examining class participants' past experience using the function(s). The warm-up activities are usually in the form of discussion or listening activities followed by questions for discussion.

Dialogues and Useful Expressions
Following the warm-up sections, DIALOGUES present a performance in a typical situation of the function(s) focused on in the unit. They are not dialogues that students should memorize; instead, students, through dialogues, are introduced to the vocabulary and expressions, which are commonly used on the job. They can see how the vocabulary and expressions are used by fluent English-proficient room service attendants in meaningful contexts.

In teaching, you may first describe to the students the characters and the situation in each dialogue, then have the students listen to the entire dialogue once or twice with their handouts turned over, and then ask general comprehension questions. In later units, the teacher may challenge the students by having them guess the characters and situation after the first play-through rather than telling them this information at the beginning.

The dialogues can display only a few of the expressions that are presented in each unit, so the teacher may have to give additional examples by creating a different yet similar situation, substituting the vocabulary and expressions with those in USEFUL EXPRESSIONS. This should be done, however, after the students have fully understood the dialogues and are familiar with the expressions in the dialogues.

Exercises

There is a variety of exercises for practicing the material taught in the previous sections. The first exercise after each presentation is usually "controlled"; the students need only to either recognize information and respond accordingly in a listening exercise or converse with a partner, following given patterns. In later units, the types of exercise sections require the students to get involved in their own personal way so as to make the set scene or situation come to life even more. Because of the nature of these exercises, there are no fixed answers and the students may work in pairs or groups of three or four to generate the best response(s) for each question in the exercises. The class as a whole then discusses the appropriateness of the responses.

The later exercise sections are much freer. Designed to encourage the students to use the information and skills acquired in previous sections, these exercises are open-ended and highly communicative, and many of them, such as problem solving (in SPEAKING and ROLE PLAY), require students to work with at least one partner. It is thus important to set the scene clearly so that the students know exactly what they have to do. It is also important for the teacher *not* to interrupt students in the middle of a sentence or conversation when an error occurs. Instead, the teacher should function as a monitor, taking note of good responses as well as mistakes and bringing them up after the exercise.

Note: Because some students may feel that they should be corrected constantly by the teacher or that the teacher should control the whole lesson, it is sometimes necessary to explain the rationale behind pair or group work before starting the exercise. The main reasons for using pair and group work are: 1) The amount of time students get to talk is greatly increased, which in turn increases their fluency in English. 2) Most students feel more at ease talking with fellow students than with teachers or in front of the whole class; they perform more naturally and discover how much they can communicate using the English skills they already have. 3) Playing roles in the exercises prepares students for the roles they play and for the English they use in real-life work environments.

Some (difficult) ROLE PLAY exercises can be done over again in different pairs or groups to increase the students' confidence and to provide them with a feeling of progress. It is preferable to have students change partners frequently and thus make conversations less predictable.

If possible, record a group in action and play back the recording for analysis by the rest of the class. You may also have a pair or group of students perform in front of the class after each exercise. Both serve as good wrap-up activities.

The following contains teacher's notes with additional suggestions for each unit of the module.

UNIT 1

As room service attendants at the Sheraton, students should be familiar with the *In Room Dining* menu in the guest room. Also, they should already know the necessary expressions to take an order on the phone.

LISTENING

Explain the setting: a phone conversation between a hotel guest and a room service attendant. Have students listen to Dialogue A on the tape first. Ask them to read question 1 through 3 before they listen to it the second time and fill in the blanks. Play the dialogue again, if necessary, for them to check their answers. Then, elicit answers and put them on the board. Repeat the same procedures for Dialogue B.

Ask students the following question number 1, "Did Mr. Johnson order anything other than coffee?" Ask them to read question 2 and explain "promote purchases/sales." Play Dialogue A, as needed, to confirm student's answer. Do the same for the rest of the questions for Dialogue B.

Read aloud the first asterisked question in the box and see how many students give a positive response. Ask them what they said and write it down on the board. If very few or no students have promoted purchases while taking orders on the phone, ask them if they have been encouraged to make more purchases by a salesperson. Then, read the second asterisked questions and encourage students to answer. Promoting purchases not only helps the hotel increase sales but also makes the guest feel that you are concerned about his/her orders if your tone of voice is friendly and pleasant. It also introduces to the guest what the room service department can offer, and sometimes helps the guest remember what he/she wanted to order.

DIALOGUES

Use the tape. Play each dialogue through once or twice to get the general points across. Then play the tape again, pausing for repetition and discussion of how to use each expression for taking orders on the phone. Students should have their handouts turned over as they listen.

Have students look at their handouts and practice each dialogue with you by role playing with them. For example, you play the role of attendant and the students the guest; then switch roles and practice again. After that, divide them into two groups, one being the attendant and the other the guest. Again, have them switch roles and practice again as they finish. At this point, you may focus on intonation of questions:

RISING INTONATION	*FALLING INTONATION*
(Dialogue I)	
For how many?	How may I help you?
Would that be fine?	What else do you have?
Would you like anything else with that?	
Do you have blueberry muffins?	

Would you also like some juice?
How many would you like, sir? (How many would you like?)
What's your room number, sir? (What's your room number?)
And your name, please?

(Dialogue II)
Anything else? With coffee or tea?
What kind of juice would you like?

After practicing the intonation, pair up students and have them practice each dialogue with their partners. Correct their pronunciation and intonation as needed and make sure they *talk* to their partners by looking them in the eyes as much as they can, rather than burying their faces in the books. Ask students to switch roles and practice again as they finish, and then change their partners and begin practicing again. Repeat it one more time if necessary. Afterwards, have one or two pairs of students perform in front of the class and give verbal feedback and encouragement.

LISTENING

Read and explain the instruction of this exercise: for each question, students will listen to a dialogue, and then circle the sentences that they hear in the dialogue. If all the choices in a questions are correct, for example, then they should circle all of them.

Do number 1 with the students and make sure they fully understand what they should do, then begin the exercise. Play the tape once from number 2 through number 5 without stopping or repeating any individual dialogue, then play it over again for the students to check their answer. Because this could be the first time that students have done this kind of listening activity, you may allow them to listen to any of the dialogues over.

Play the tape and pause at the end of each dialogue to elicit answers. Re-play the dialogue if the students give different answers, and pause when the correct answer occurs.

SPEAKING

1.

This is a unique activity in the module. Students must have access to a tape recorder to complete this exercise. To begin, read aloud and explain the instructions, then play the tape for the students to practice several times, and then play the following dialogue in which they will hear Person A only. Play the two dialogues again and ask the students to be Person B for the second dialogue, and ask them to practice this way a few times until they are able to play the role of Person B as naturally as possible.

To demonstrate recording, you may record yourself and play back the whole dialogue so that the students know exactly what they should do. If time allows, ask a student to record himself/herself in front of the class.

It is recommended that the recording be done as homework out of the class, for which students are supposed to practice before recording. If it is difficult for the students to do it at home (for example, they have no tape recorders to do so), leave the tape recorders in the classroom and ask the students to practice at home and record during their breaks at work.

2.
This is a "controlled" speaking activity. First, read and explain the dialogues to the students, then immediately pair up students, and ask them to fold up page four and page five in half along the middle line and look only at their own parts. You may demonstrate it with a student, and, if necessary, have two students do it again in front of the class before starting the exercise. Be sure to remind them not to "read" each line but try to "speak" as naturally as possible to their partners by taking a look at the text quickly and looking at their partners' eyes while speaking.

Ask students to mingle and change partners and then practice the dialogues again.

WRITING
This writing activity gives more opportunities for experimenting with different ways of expressing the function dealt with in the unit--encouraging purchases. It is intended to bring together much of what has been covered in class and what students already know outside of what they have learned in the unit.

Before introducing this activity, it is best to ask students different ways of promoting drinks and food items, encouraging them to give as many varieties as they can. You may also have students work in groups and decide together on some good ways to promote sales. The written sections in this module can serve as homework if there is not enough time to go over them in class.

When you correct students' writing, it is suggested that you focus more on how well students have communicated their thoughts than on correct grammar and spelling. Compile students' answers and make a list to hand out as a review of the unit in the next class meeting. Very often this is a good way of showing them how to encourage guests to place more orders of food and drinks in a colloquially and/or grammatically correct way. You should also remind them, however, that these listed answers are just suggestions; students are expected to use them appropriately in different situations.

ROLE PLAY
Role plays are one of the freest, most open-ended exercises of all the communication activities. However, this role play activity, which is more controlled than those with only general instructions, gives a more specific clue for each exchange and thus leads the dialogue in a certain direction.
Because of the specific instructions for each line, students may be allowed a few minutes to silently read through the instructions and prepare for his/her role in advance.

The point of such a communication activity is for one person (the guest) to reveal information to the other (the room service attendant) and to withhold it from the other until he/she elicits it; it is thus crucial not to allow students to prepare for their roles by looking at each other's instructions. It is also important for you to try not to interrupt the flow of conversations in any way, but monitor the conversations and give help when it is needed.

Like many other activities, you have to carefully explain the instruction plus demonstrate how to do it before beginning the activity, and have some students (or volunteers) to do it in front of the class at the end of the exercise. You may also have to repeat the exercise after switching each student's partner and role.

UNIT 2

The presupposed knowledge of the students for this units are as follows.
1) The necessary vocabulary and expressions to be used before and after entering the guest room.
2) Handle different situations in food delivery.

In this unit, the students will polish their language skills in
1) answering the phone appropriately,
2) taking down orders accurately,
3) politely explaining details regarding coffee service,
4) encouraging other purchases of food and drinks, and
5) getting the information on the guest's name and room number.

DIALOGUES

The setting of the first two dialogues is at the door of a guest room, and it is in the guest room for the third dialogue.

Stress the use of polite expressions before expressing difficulties in providing service, such as "*(I'm) Sorry, ma'am, but the door's locked.*" or "*All right, (I'll leave it at the door) but I need you to sign the check.*" Practice the intonation for naming a series of items. For example: *That's coffee, cheese cake, cream and sugar.*

LISTENING

Different from the listening activity in the previous unit, this listening exercise requires students to choose only one answer to continue or complete the dialogue for each question. Ask students to consider the tone and level of politeness for each choice they hear in order to get the best answer.

Alternatively, do Question No. 1 with the class, and then go over No. 2 through four first in order not to overwhelm your students. Repeat the dialogues for students to check their answers on their own before checking the answers. After that, go through the rest of the questions with the same procedures.

Always make sure that students know the setting of the dialogues: a hotel room.

SPEAKING

Also different from the speaking sections in Unit 1, this exercise serves as a more controlled communication activity for which students, after pairing up with a partner and folding their paper in half, carry out the dialogues already printed. Consequently, it is essential to require students to "talk," not "read," to their partners by maintaining good eye contact as they talk.

Because the purpose of this exercise is to extend the students' ability and knowledge of applying room service expressions, it will be a good idea to focus on students' fluency and intonation, and have your students practice the dialogues until they can perform them naturally.

If you would like to extend this activity when it is finished, you may ask students to provide additional situations during food delivery from their real-life experience (such as the guest asking the attendant to come back in 5 minutes, the guest wanting to double the order, etc.) and have the students work as a group, small groups or in pairs on the best responses for those situations.

ROLE PLAY

Compared to the role play section in Unit 1, this role play activity is much less controlled. With only general instructions, students should be allowed a few minutes to prepare in silent for the role before the exercise begins. Again, make sure that they understand the setting is a guest room, they should not look at the other's instructions, and Person A has some change ready for tips.

UNIT 3

Though most hotels have a concierge who serves an information resource, many hotel guests tend to ask housekeeping or room service attendants for directions. The most common questions asked of room service attendants at the Sheraton Wharf are regarding the weather in San Francisco and directions to famous tourist attractions.

In this unit, those popular tourist attractions are chosen for the practice of giving longer directions in order to better prepare the room service attendants for the role they play in real-life situations at work. To practice giving simple directions at the start of the unit, a section of Jack C. Richard and David Bycina's *Person to Person Book 1* Unit 7, an excellent unit on direction taking and giving, is adopted for the first speaking and listening exercises.

Structurally, both sections of giving simple and longer directions start with the DIALOGUES activity which contains focal vocabulary and expressions. The dialogues serve as models of the whole unit. Following the dialogues is the USEFUL EXPRESSIONS section in which expressions appearing in the previous

DIALOGUES sections are synthesized and expanded. The proceeding SPEAKING and LISTENING activities afford practice for applying expressions and communication skills taught in the previous sections.

DIALOGUES

The setting of the dialogues in this section is simply at a hotel; it is universal rather than at the Sheraton Wharf. Make sure that students refer to the simplified map on the lower right corner of the page as they listen to and practice the dialogues.

The map (on the right) of the Sheraton at Fisherman's Wharf area, however, may be used in a follow-up activity. Have students work in pairs on giving directions by giving each student a different set of places from his/her partner's to avoid giving each other the same directions repetitively.

USEFUL EXPRESSIONS

Ask students to repeat the useful expressions after you. Then, point at places on the map and ask them to repeat after you again. For example, point at Elm Street as you say, "It's the second left." Then, point at Cedar Street as you read, "It's the second right." You may further expand the expressions by pointing at Maple Street, for example, and say, "It's the first left" or "It's..." and encourage students to give the answer.

SPEAKING

Compared to the speaking activity in Unit 2, these speaking exercises are less controlled, allowing students to freely follow key expressions while giving information on their own. Because the dialogues are quite short, students should be encouraged to extend them as naturally as possible.

The speaking exercise in GIVING LONGER DIRECTIONS section takes on the form of role playing. Pair up students, one doing number 1 and 3 and the other doing number 2 and 4. Go over the map first, having the students locate points A, B, C and D as well as those places that appear in the activity. If necessary, demonstrate the activitywith a student or ask two students to do it in front of the class before it begins.

LISTENING

Familiarize students with the map of the Fisherman's Wharf area and explain the setting: a guest and a room service attendant talking about directions to some tourist spots in this area. Ask each student to locate the Sheraton Wharf hotel on the map and make certain that they know they are expected to mark the route for each conversation they hear.

Play the first conversation and, if necessary, play it again for students to check their marking. Then, play it once again and pause for sections of key information as you demonstrate marking the route (or as a student volunteer demonstrates it).

Play the rest of the conversations one by one with each conversation played twice at a time, and then check students' answers. If the students show great difficulty in listening and marking, check the answer, following the above procedures, after each conversation. Monitor them closely while they are listening and marking the route, pay attention to their difficulties, such as understanding certain expressions, and review those expressions with the class before checking the answers.

UNIT 4

Just as with giving directions, handling requests from hotel guests is a special task of the room service attendants. Room service attendants, who have direct contact with guests on a daily basis, are expected to provide guests with maximum satisfaction in fulfilling their requests, whether or not they can fulfill the request themselves.

Due to the fact that guests' requests vary widely and that there are no standardized responses, this unit does not provide specific dialogue models but a number of conversations between a guest and a room service attendant instead. Students are expected to listen to and comment on these conversations, examining the way the room service attendant handled the requests. At the end of the unit, they need to work together on handling given requests and giving appropriate answers, applying their own experience and knowledge as well as skills learned in this unit.

In instructing the unit, the teacher only plays the role of a facilitator. He or she should solicit student feedback on this unit's specially designed conversations and invite different comments on the feedback. In facilitating the discussion, it is crucial for the teacher to be impartial and non-judgmental because there may very likely be more than one appropriate answer to a request and because the purpose of the unit is to encourage critical thinking, teamwork and problem solving.

GETTING READY

This activity affords room service attendant participants the opportunity to discuss problems/issues which involve special or difficult requests the participants have encountered on the job.

DISCUSSION

A.

This is actually a listening activity in which students listen to one short dialogue at a time and discuss the appropriateness of the attendant's response. After discussion, the instructor should point out not only those responses good for the given scenarios but also behaviors which are deemed appropriate in the American workplace.

B.

This is the same type of discussion activity as A but requires closer attention to details in the dialogues. Consequently, it may be necessary to play the dialogues more than once to enhance comprehension.

SPEAKING

This exercise can be assigned as a pair/group class activity or homework if there is not enough time to go over it during class hours. It is recommended that students work together and generate answers by discussing, commenting, negotiating and explaining the ideas of others' as well as their own. This process increases the speaking opportunities and enables students to use communication skills they have already learned. In addition, it offers the students extra input on a wide range of customer service skills for handling guest requests as they contribute their own ideas and thoughts for answers.

If it is assigned as homework, have students put down as many appropriate answers as they can think of and then compare and discuss with each other when they return to class. As a wrap-up activity, you may ask students to practice in pairs, one being the guest and the other the attendant. The guest doesn't have to follow the listed order of requests, and it is strongly suggested that the attendant provide a response with little or no reading of the answers.

UNIT 5

Room service attnedants at Sheraton hotel have to deal with guests from all over the world. Some speak English as a second language, which makes it hard for LEP attendants to comprehend. When a conversation takes place on the phone, their comprehension level can be even lower. Of course, the LEP attendants themselves are sometimes difficult to understand for the same reasons; it makes the skills of politely confirming and clarifying information essential for performing good service.

This unit concentrates on four patterns for confirming and clarifying instructions and requests. During instruction, it is important to ensure that students know what they are supposed to do after going over the examples and that they *talk*, not read, to each other.

DIALOGUES

The setting: the Room Service Department. An attendant is taking an order from a hotel guest. After playing the tape, have students focus on the attendant's questions and play it again. Discuss with the class the sort of questions they would ask to confirm and clarify information. For example:

Excuse me?
Pardon?
One muffin?

Elicit students' responses and put them on the board. Then go over the dialogues and sort out all the questions to be combined with the following USEFUL EXPRESSIONS section.

SPEAKING

It is suggested that you have two students model each section of the activity for the class, so that you are able to assess whether the students have understood what to do. Have another two students do the first question of each section if necessary. As soon as students are clear about the exercise, turn the activity over to them. Please also note that in student demonstration and modeling, it is important to remind the class that they should *talk* instead of read to each other and that they should look their partners in the eye as much as possible and at the book as little as possible.

After having students switch roles and practice again, continue the second half of the exercise in which students don't get to see the whole dialogues any more. Each student only sees his or her parts of the dialogues and thus must listen carefully to the other's response to be able to know what to say and how to continue. To imitate the phone environment and to make this activity more challenge to the students, ask them to stand back to back with their partners while practicing so that each student speak loudly and clearly. In doing so, spread student pairs around the classroom so that voice interference is kept to a minimum.

ROLE PLAY

Explain the instructions, pair up students and ask them to fold the paper in half and read their own parts. Ask those who play the role of *Student A* to decide upon a specific dinner and drinks to order before the activity begins. Have students play their own roles with different partners in order to get them to practice more than once. Then, stop the class, ask them to switch roles and allow a few minutes for them to prepare before starting the activity again.

If you notice repetitive or common errors, bring them up when the students finish. As a wrap-up activity, ask one or two pairs to role play in front of the class. Teachers are always encouraged to make up their own role play activities as this is a superb opportunity to monitor students' performance and to evaluate their mastery of the language skills taught previously.

UNIT 6

According to the task analysis conducted prior to the development of this curriculum, the most common complaints directed to the room service department is delayed delivery of food items. At Sheraton at Fisherman's Wharf, it is a policy, that a Room Service order will be delivered within 30 minutes; if not, it is complimentary. Room service attendants are encouraged to enforce this policy. In addition, if a guest complains about food quality, taste, style of preparation, or temperature, it is the room service attendant's responsibility to deliver a second order or to decide whether the order should be complimentary or whether something else can be done to provide the guest with satisfaction.

In handling guest complaints, room service attendants are required to be polite, patient and willing to take responsibility. This, along with the working culture and ethics in the service industry, is what should also be addressed and stressed before and during the instruction of the unit.

GETTING READY & LISTENING

Similar to those of Unit 4, these two activities prepare students for the topic of the unit, offering an opportunity for students to examine and discuss the issue of taking guest complaints from different viewpoints. They also serve as an introduction to the following DIALOGUE activity.

DIALOGUE

The setting of the dialogue is the Room Service Department. A guest is complaining about her order on the phone. An alternative to introducing this dialogue is to play the tape and have students figure out the characters and situation before telling them about the setting. Then, nave the students listen to the entire dialogue once or twice with their books closed, and then ask general comprehension and summary questions as those in the previous LISTENING exercise.

After students practice the dialogue, introduce the general "rules", or guidelines, for handling complaints. Encourage critical thinking by asking students what the significance is of each rule. For example, ask them "Why do you need to speak *normally*?" or "Why is it important to speak normally, not loudly, fast or with high-pitch voice?" This way, it helps them rationalize and absorb the rules and their importance.

Question 4 following the rule box is an open question. Honest students may tell you that they refer complaints to their manager when they don't have the time to deal with the guest. Accept students genuine answers as long as they are reasonable. (For example, "I don't think dealing with guests or their complaints is a part of my job" is not a reasonable answer.) Meanwhile, convey the idea that professional room service attendants, something that their manager expects all his employees to be, would take a complaint as a personal responsibility and would handle it as much as he/she can. Only when a guest demands to see the manager or would not settle for any resolution, or when a

problem is beyond an attendant's capability and authority to handle will a responsible room service attendant refer the complaint to the manager.

USEFUL EXPRESSIONS

In this section, two types of expressions are introduced. The first pertains those used by guests in complaining. Ask students for examples, preferably real ones, of the expressions and ask them to compare the levels of agitation of the guests who use the expressions.

The second type includes those very commonly used in Room Service order delivery. Stress the importance of the third group because it is simply not enough to apologize and give an explanation without promising something to be done immediately to solve the problem.

SPEAKING

This activity is again similar to that in Unit 4. A follow-up activity can be problem solving through teamwork. Ask students to provide another 5 complaints, write them on the board, and divide students into groups to work on the complaints. Compare answers among groups and get the whole class to comment on appropriate as well as inappropriate ones. If possible, run the answers by the department supervisor and manager to gain their feedback, and then review this activity in the next class meeting in which you can direct students to look at the issue of handling complaints from the viewpoint of the management.

LISTENING

The setting of the conversations is the Room Service Department. In each conversation, a guest is calling and complaining to a room service attendant. Play each conversation once or twice and allow sufficient time for the students to both read through the options and circle the best responses. Play the conversations again and ask the students to tell you which responses they circled. You may either explain why some answers are better than others or ask those students who circled the best answers to do it. The purpose of this exercise is not to get the answers right; it is to convey the idea that a complaint should be seriously and responded to immediately.

UNIT 1: TAKING ORDERS ON THE PHONE

LISTENING

Listen to Dialogue A and B between hotel guests and room service attendants. Write down the following information.

	Dialogue A	Dialogue B
1. What's the guest's name?	_____	_____
2. What's his room number?	_____	_____
3. What did he order?	_____	_____

Listen again. Answer these questions.

1. Did Mr. Johnson order anything other than coffee?
2. Did Pennie promote any other purchases?
3. Did Mr. Wang order anything other than coffee?
4. Did Denise suggest any other purchases?
5. What did she say?

* Do you often encourage other purchases when you take orders on the phone?

  What do you say?

* Why is it important to promote sales?

DIALOGUES

Listen and practice the dialogues.

Dialogue I: Would you like anything else with that?

Attendant: Room Service, Sharon speaking. How may I help you?
Guest: Yes, I'd like some coffee please.
Attendant: For how many?
Guest: Two.
Attendant: Through room service, we offer a small pot of coffee for two. Would that be fine?
Guest: I think so.
Attendant: **Would you like anything else with that?**
Guest: What else do you have?
Attendant: We have muffins and pastries.
Guest: Do you have blueberry muffins?
Attendant: Yes, we do. How many would you like, sir?
Guest: Two.
Attendant: **Would you also like some juice?**
Guest: I'll have an orange juice.
Attendant: All right. What's your room number, sir?
Guest: 3330.
Attendant: And your name, please?
Guest: Ali Khejjou. K-H-E-J-J-O-U.
Attendant: Thank you, Mr. Khejjou. I'll bring it up in about 10 minutes.
Guest: Thank you very much.

Would you like a danish pastry?

Dialogue II: Would you also like some...?

Attendant: Room Service. Tom speaking. How may I help you?
Guest: Yes, I'd like an All American breakfast.
Attendant: With coffee or tea?
Guest: Coffee, please.
Attendant: What kind of juice would you like? We have orange, grapefruit, apple...
Guest: Orange juice, please.
Attendant: **Anything else?**
Guest: No, thank you.
Attendant: OK. What's your room number, ma'am?
Guest: 4140.
Attendant: And your name, please?
Guest: Alice Thompson.
Attendant: Thank you, Ms. Thompson. It'll be up in about 15 minutes.
Guest: Thank you.

Anything else?

LISTENING

Listen to the dialogues and circle what you hear.
(There may be more than one answer to each question.)

1. a) Would you like a danish pastry?
   b) Anything else, sir?
   c) How about some muffins or pastries?

2. a) Would you like some juice?
   b) Anything else, ma'am?
   c) Would you like anything else with that?

3. a) Would you also like some fruit?
   b) Anything else?
   c) How about a pastry?

4. a) How about a muffin or pastry?
   b) Would you also like some orange juice?
   c) Anything else, ma'am?

5. a) Would you like to have some wine?
   b) Would you also like some coffee or tea?
   c) How about some dessert?

SPEAKING

1. Listen to the tape and practice the dialogue between Person A (a Room Service Attendant) and Person B (a guest). After the dialogue, you will hear it again but Person A is silent. Now, you are A. Listen and practice the dialogue, being Person A. Then, record yourself.

A: Room service, Tina speaking. How may I help you?
B: Yes, please. I'd like some breakfast.
A: A continental or All American breakfast?
B: Yes, I'll have a continental breakfast.
A: With coffee or tea?
B: Tea, please.
A: Anything else, sir?
B: No, that's it.
A: Okay. What's your room number?
B: 4330.
A: 4-3-3-0. And your name, please?
B: James Lee.
A: Thank you. It'll be up in about 15 minutes.
B: That's fine. Thank you.

THE CONTINENTAL.....8.50
Freshly Squeezed Juice, Basket with Your Choice of Three Breakfast Pastries, Regular or Decaffeinated Coffee, Tea or Milk
THE ALL AMERICAN.....10.50
Two Eggs with Ham, Bacon or Sausage Served with Breakfast Potatoes, Toast and Preserves. Choice of Juice, Regular or Decaffeinated Coffee, Tea or Milk

2. With a partner, practice the dialogues on page 4. Fold the paper along the middle line and look only at your part.

STUDENT A	STUDENT B
Dialogue 1	**Dialogue 1**
Room service, Tim speaking. How may I help you?	We'd like coffee for 4, please.
We offer a large pot of coffee for 4. Would that be fine?	Yes.
Would you like a danish pastry?	Yeah, I'll have a danish.
Anything else, sir?	No, that's it.
All right. May I have your name and room number, please?	Sure. This is Bob Jenkins in room 2312.
Thank you, Mr. Jenkins. I'll bring it up in 10 minutes.	Thank you.
Dialogue 2	**Dialogue 2**
Room service, Tina speaking. How may I help you?	I'd like some breakfast for two.
A Continental or All American breakfast?	An All American.
With coffee or tea?	Tea, please.
What type of juice would you like? We have orange, pineapple, apple, tomato and cranberry juice.	Apple.
Anything else, ma'am?	No, thank you.
What's your room number, please?	4330.
4-3-3-0. And your name, please?	Lily Rogers.
Excuse me. Could you repeat that?	Lily Rogers.
Thank you, Ms. Rogers.	How long will it take?
About 15 minutes.	Okay. Thank you.

STUDENT A	STUDENT B
Dialogue 3	**Dialogue 3**
Room service. Ginny speaking How may I help you?	This is Mrs. Rivera in Room 3113. I'd like a continental breakfast with coffee and orange juice.
All right. Would you also like some fruit?	No, thank you.
Anything else?	No, that's it.
Thank you, Mrs. Rivera. It'll be up in about 15 minutes.	Thank you very much.
Dialogue 4	**Dialogue 4**
Room service. Gene speaking. How may I help you?	Yes, I'd like 2 eggs, a bran muffin and coffee.
We offer a small pot of coffee for 1 or 2 people. Would that be fine?	Sure.
How would you like your eggs, ma'am?	Sunny side up.
With ham, bacon or sausage?	Bacon, please.
Would you also like some orange juice?	No, that's OK.
How about a pastry?	No, thanks.
All right. What's your room number, please?	4225.
And your name?	Ling Tran.
Thank you, Ms. Tran. I'll bring it up in about 15 minutes.	Thank you very much.

Now, change roles and practice again. REMEMBER: Don't read; *talk* to your partner.

STUDENT A	STUDENT B
Dialogue 5	**Dialogue 5**
Room service, Mario speaking. How may I help you?	Yes, I'd like to order dinner for two.
Sure. What would you like, sir?	A New York sirloin steak and grilled salmon.
How would you like your steak, rare, medium or well done?	Medium.
With French fries, rice or baked potato?	Baked potato.
Would you like to have some wine?	Yes, a bottle of Napa Ridge Cabernet Sauvignon and a glass of Belvedere Chardonnay.
How about some dessert?	That's OK.
Anything else, sir?	No, that's it.
What's your room number, sir?	3317, Smith. How long will it take?
About 25 minutes.	Good. Thank you very much.

THE INTONATION OF QUESTIONS

A. <u>FALLING INTONATION</u>	B. <u>RISING INTONATION</u>
1. What's your name?	1. What's your name, sir?
2. What's your room number?	2. What's your room #, please? And your room number? And your room #, Ms. Lee?
3. Coffee or tea? (Tea, please.) With coffee or tea?	3. Coffee or tea? (No, thanks)
4. What types of muffins would you like?	4. Would you like any dessert? Would you like something to go with your coffee?
	5. Anything else, Mr. Simon?
	6. Could you sign the check?
7. How do you spell it?	7. Would you please spell it?
	8. What did you say?/Could you say that again/repeat that?

WRITING

List as many ways of promoting sales as possible.

1. PROMOTING DRINKS:

2. PROMOTING FOOD ITEMS:

3. OTHERS:

ROLE PLAY

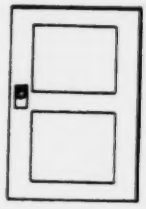
Find a partner and role play the following situations. Fold the paper along the center line and look only at your part.

PERSON A -- ROOM SERVICE ATTENDANT	**PERSON B -- HOTEL GUEST**
1. Greet the guest. Find out for how many people. Tell the guest Room Service offers a large pot of coffee for 4. Find out if the guest would like a danish pastry. Name pastries available. Find out the guest's name and room number. Find out if the guest wants anything else. Tell the guest it'll take about 10 minutes.	1. You'd like coffee for 4 people. A large pot is fine. Find out what pastries they have. Order a croissant You don't want to order anything else. Your room number is 4371. (Use your own name.) You want to know how long it'll take.
2. Greet the guest. Find out how the guest would like the eggs. Find out if the guest would like ham, bacon or sausage. Find out what type of bread he/she would like. Find out if the guest would like something else to eat and drink. Tell the guest it'll be up in 15 minutes.	2. Order two eggs. Over easy. You are vegetarian. Wheat bread. Order a coffee and an orange juice. Find out how long it'll take.

UNIT 2: ROOM SERVICE BASICS

DIALOGUES

Listen and practice each dialogue between a guest and a room service attendant at the guest's room.

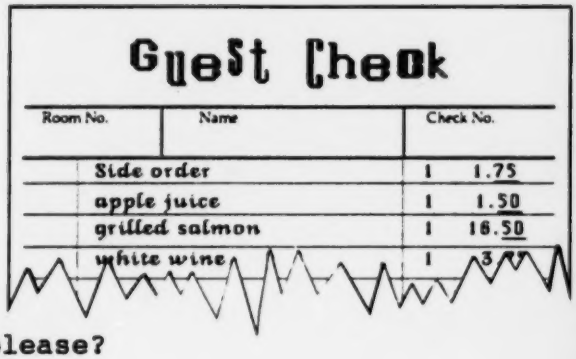


Dialogue I: Sorry, ma'am. The door's locked.

Attendant: Room service.
Guest: Come in!
Attendant: **Sorry, ma'am. The door's locked.**
Guest: Just a minute.

Dialogue II: All right, but I need you to sign on the check.

Attendant: Room service.
Guest: Just leave it at the door, please.
Attendant: **All right, but I need you to sign the check**, sir.
Guest: Just a second.



Guest Check

Room No.	Name	Check No.	
	Side order	1	1.75
	apple juice	1	1.50
	grilled salmon	1	16.50
	white wine	1	3.[illegible]

Dialogue III: That's....

Attendant: Room service.
Guest: Come in...just leave it on the table over there.
Attendant: OK. **That's coffee, cheese cake, cream and sugar.**
Guest: Good. Thank you.
Attendant: Would you sign the check, please?
Guest: Sure. Where should I sign?
Attendant: On the back.
Guest: Is service included?
Attendant: No, it's not, ma'am.
Guest: OK. Here you go.
Attendant: Thank you. Have a nice day.

USEFUL EXPRESSIONS

All right,	but I need you to	sign the check, sir.
Sure,	but would you	sign the check, sir?
No problem,	could you	

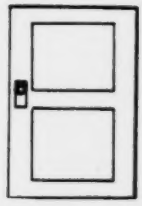
Have a	nice day.
	good evening.

LISTENING

Listen to each dialogue between a hotel guest and a room service attendant. Circle the best response to complete the dialogue.

1. a) Thank you, ma'am. Have a nice day.
   b) Would you sign the check, please?
   c) Would you like anything else?

2. a) Would you please sign the check here?
   b) The door was locked.
   c) Would you like me to leave it on the table?

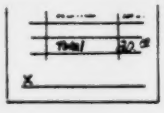


3. a) You shouldn't lock the door.
   b) I'm sorry, but the door's locked.
   c) Would you open the door first?

4. a) OK. Here's tea, two cups and two sandwiches.
   b) OK. Here's the check.
   c) OK. Would you like some dessert to go with your tea?

5. a) Certainly. Have a nice day.
   b) Sure, but I need you to sign the check, sir.
   c) I'm sorry, but I can't do that, sir.

6. a) At the bottom.
   b) On the check.
   c) On the back.



7. a) Thank you, Ms. Chen. Have a nice evening.
   b) Thanks. See you later.
   c) Thank you very much. Can I bring you something else?

8. a) Yes, it is.
   b) No, it's not, ma'am.
   c) Service charge is $2, ma'am.

SPEAKING

Find a partner and practice the following dialogues. Look only at your part.

STUDENT A

A: Room service.
B: .....
A: OK, but I need you to sign the check.
B: .....

STUDENT B

A: .....
B: Just leave it at the door, please.
A: .....
B: OK. Just a minute.

STUDENT A

A: Room service.
B: .....
A: Sorry, but the door's locked.
B: .....
A: Thank you. Would you like me to leave it on the table?
B: .....
A: Here's tea, 3 cups, strawberry cake, cheese cake and apple tart.
B: .....
A: Would you sign the check?
B: .....
A: Thank you. Have a nice day.

STUDENT B

A: .....
B: Come in.
A: .....
B: I'll open it.
A: ....?
B: Yes, please.
A: .....?
B: Good.
A: .....
B: Sure. Here you go.
A: .....

ROLE PLAY

Find a partner and role play the following situation.

PERSON A -- hotel guest

You've just ordered some coffee for two. Open the door for the room service attendant and ask him to set the coffee on the table. Ask him if service is included, then tip him after you sign on the check.

PERSON B -- room service attendant

Knock on the door and serve the ordered coffee. Answer questions that the hotel guest may have. Remember to thank him as you leave the room.

UNIT 3: HOW DO I GET TO PIER 39?

I. GIVING SIMPLE DIRECTIONS

DIALOGUES

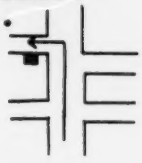
Study the map on this page and practice the dialogues between hotel guests and room service attendants.

Dialogue I: The concierge will be able to help you.

A: Excuse me. How do I get to the post office?
B: The post office? Sorry ma'am, I'm not sure, but **the concierge will be able to help you.**
A: All right. Thanks.

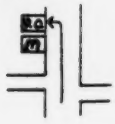
Dialogue II: It's the second left.

A: Pardon me. Could you tell me how to get to the post office?
B: Let me see. Go down Main Street. **It's the second left.**
A: I see. Thank you.
B: You're welcome.



Dialogue III: It's on the left, next to....

A: Excuse me. Would you know how to get to the post office?
B: Go down Main Street. **It's on the left, next to** McDonald's.
A: Thanks a lot.
B: You're very welcome.

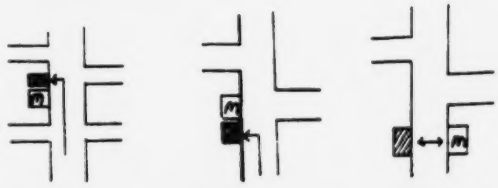


USEFUL EXPRESSIONS

It's the second | left. / right

It's | on the left / right | next to the supermarket.

It's | just past / before / across from (opposite) | McDonald's.



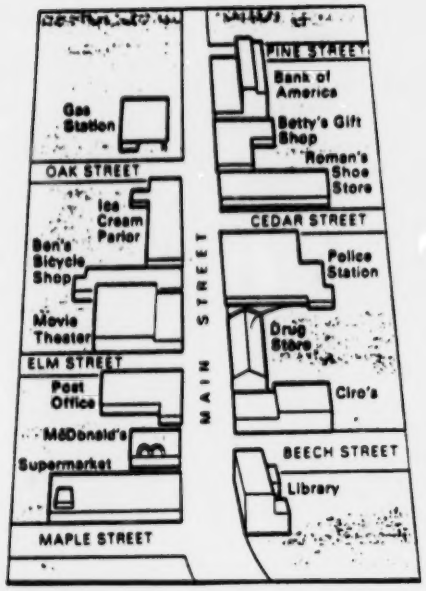
just past (next to) | just before (next to) | across from (opposite)

SPEAKING

Work with a partner. Ask directions to the streets, following this outline.

A: Excuse me. How do I get to ... ?
B: Let me see. It's ....
A: Thanks.
B: You're welcome.

1. Beech St.
2. Elm St.
3. Maple St.
4. Pine St.
5. Cedar St.
6. Oak St.



Work with another partner and ask directions to the following places. Follow the outline below.

Student A

A: Excuse me, could you .....?
B: .....
A: Thanks a lot.
B: .....

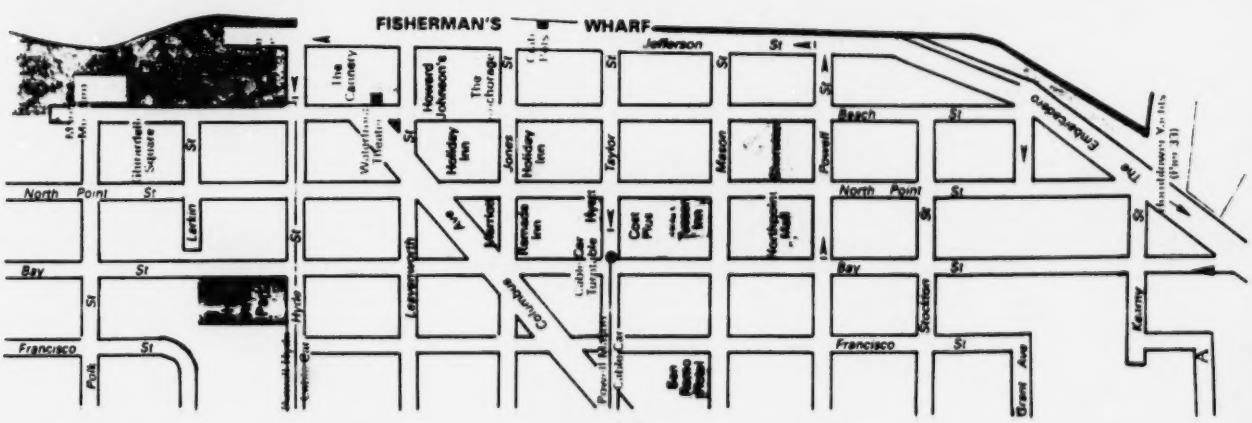
Student B

A: .....?
B: It's .....
A: .....
B: You're very welcome.

1. the post office
2. the movie theater
3. the police station
4. the drug store
5. the library
6. Ciro's

LISTENING

Look at the map below. Listen to directions and mark the routes. (You are at the main entrance of the hotel at Mason.)



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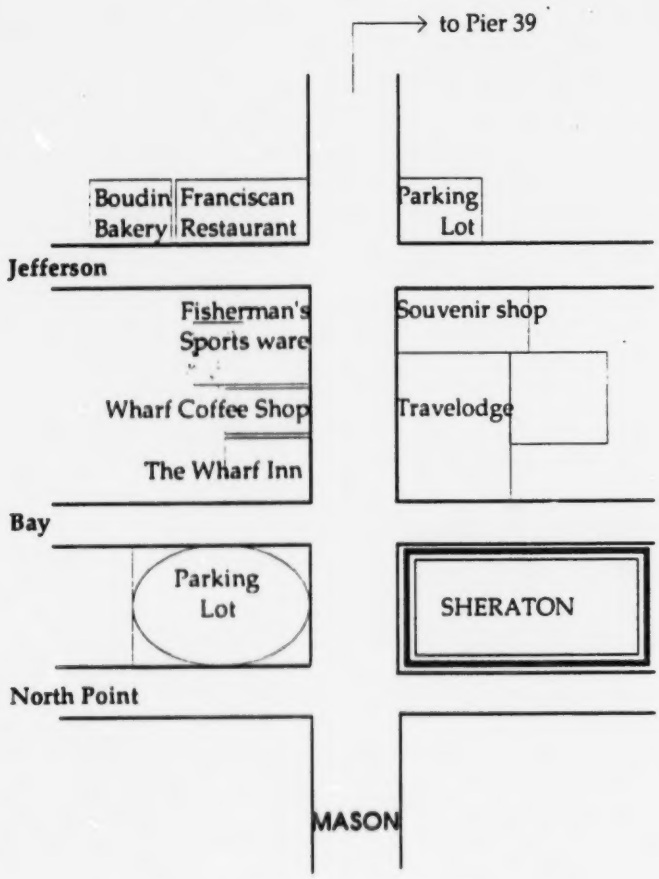
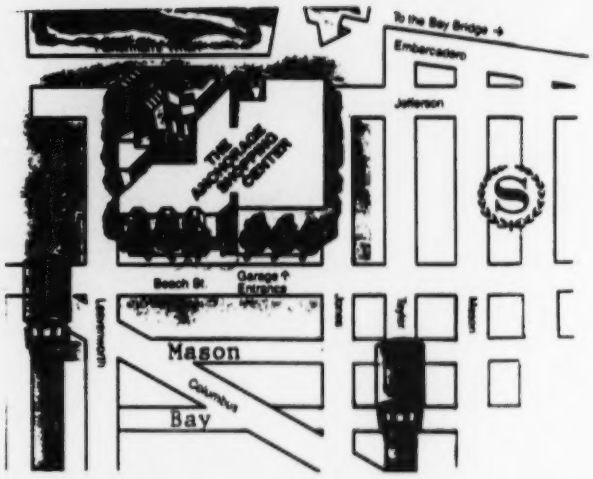
SPEAKING

Find a partner. Use the map and ask directions to the following places. (You are at the main entrance of the hotel at Mason.)



1. Jefferson Street
2. a souvenir shop
3. Franciscan Restaurant
4. Travelodge

II. GIVING LONGER DIRECTIONS



DIALOGUES

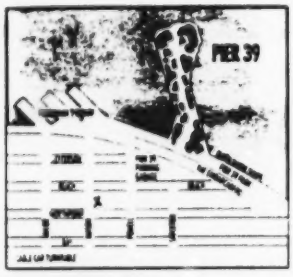
Look at the map and practice the dialogues.

<u>Dialoque I: Take a right on Mason out of the front door.</u>

A: Excuse me. How do I get to the Anchorage?
B: **Take a right on Mason out of the front door.**
Go down to Beach and make a left.
Walk 3 blocks to Leavenworth.
It's on your right.
A: I see. Thanks a lot.
B: You're very welcome.

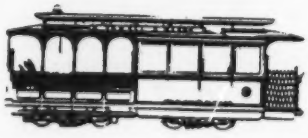
<u>Dialoque II: Go down Mason to Jefferson and make a right.</u>

A: Excuse me. Would you know how to get to Pier 39?
B: Take a right on Mason out of the front door.
Go down Mason to Jefferson and make a right.
Walk down to the Embarcadero.
It's on your left.
A: Thanks a lot.
B: You're welcome.



<u>Dialoque III: It's at Bay and Taylor.</u>

A: Excuse me. Could you tell me how to get to the cable car station?
B: Take a left on Mason out of the front door. Go down to Bay and make a right. **It's at the end of the block at Bay and Taylor.**
A: I see. Go down Mason to Bay, turn right, and go to Taylor.
B: That's right.
A: Thank you very much.
B: You're very welcome. Have a nice day.

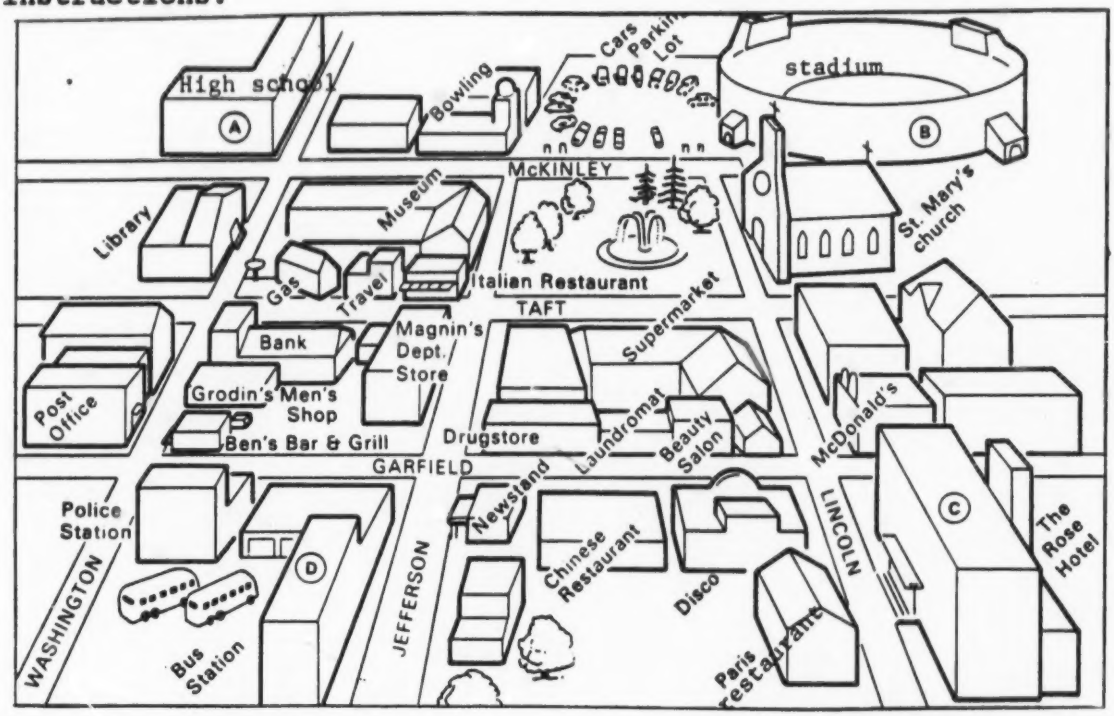


USEFUL EXPRESSIONS

Go down Mason to North Point.		
Make a right and Take a left	go 1 block go (straight)	to Taylor. to Taylor.
It's	on the corner in the middle of the block at the end of the block	on your left.

SPEAKING

With a partner, practice giving longer directions. Follow the instructions.



1. You are at point A.
   Ask for directions to:
   1. the post office
   2. Grodin's Men's shop

2. You are at point B.
   Ask for directions to:
   1. the disco
   2. McDonald's

3. You are at point C.
   Ask for directions to:
   1. St. Mary's church
   2. the park

4. You are at point D.
   Ask for directions to:
   1. the museum
   2. the drugstore

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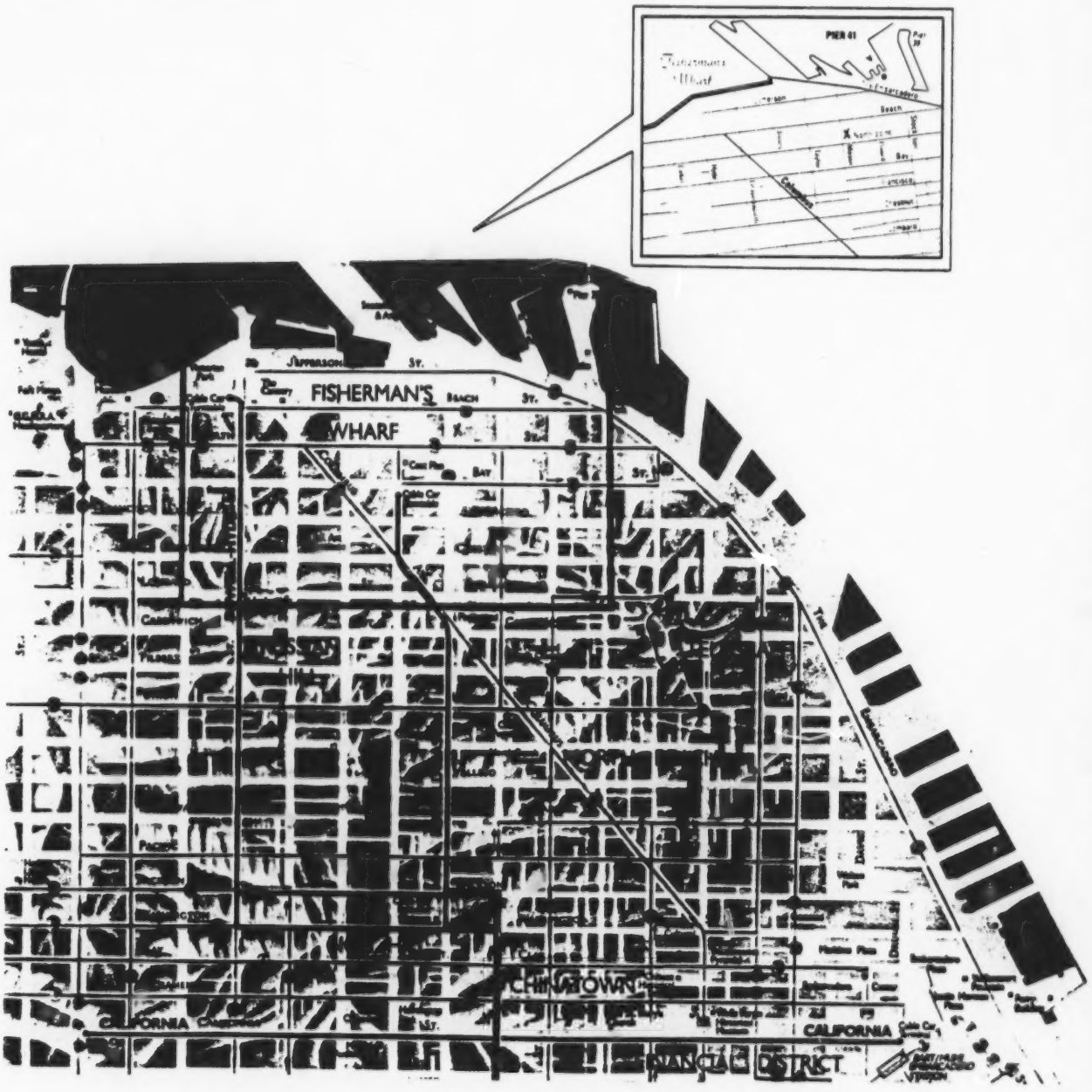
LISTENING

Look at the San Francisco map below. Listen to the conversations between hotel guests and room service attendants in the guests' rooms. Then, mark the routes. (You are at Mason between North Point and Beach.)



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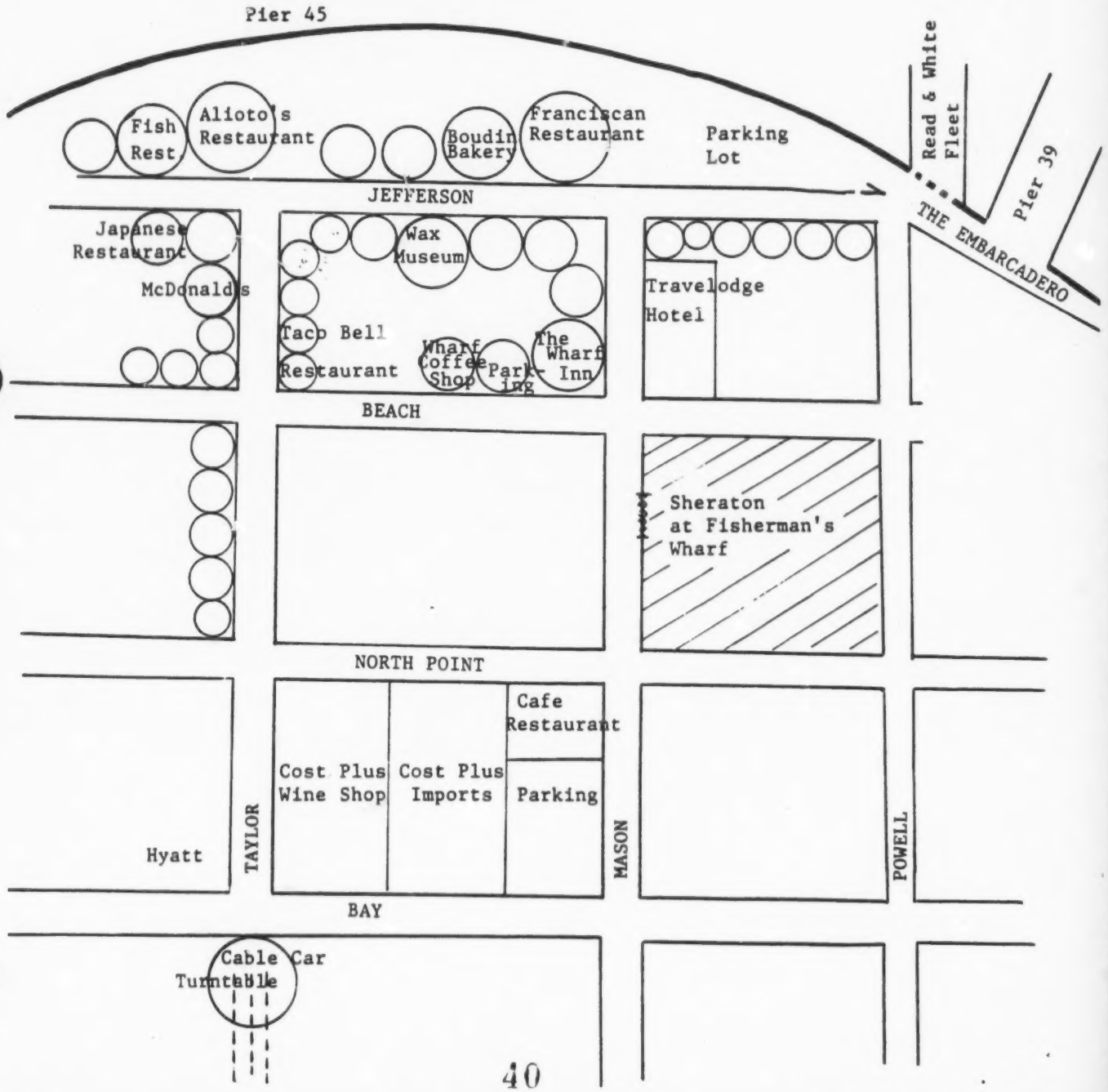
SPEAKING

Study the map below. Work with a partner and ask for directions to:

1. McDonald's
2. Cost Plus
3. Pier 39
4. the cable car terminal



UNIT 4: HANDLING GUEST REQUESTS

GETTING READY

1. In room service, do guests sometimes make special requests for additional delivery or service that exceeds your job responsibility? Give 2 examples.

2. How do you handle such requests?

DISCUSSION

A.

Listen to the conversations between guests and hotel personnel. How would **you** answer the questions?

1. Guest: Where's a good place to eat in the city?

   Attendant: There's a good restaurant in the hotel. They have a complete menu; I'm sure they can help you.

   You: _____

   _____

2. Guest: Pardon me, ma'am. Is there a rental car office in the hotel?

   Attendant: I'm not sure. You should ask the front desk staff.

   You: _____

   _____

With a partner, discuss your answers. Decide which are **appropriate and polite** response, which are not. Explain why.

B.

Listen to the dialogues and answer the questions about each dialogue. The first one is done as an example.

Dialogue 1:

1. **What was the guest's request?**
   A separate receipt.
2. **What did the room service attendant say and do?**
3. **Did he get a receipt from the cashier at the restaurant for the guest?**
4. **Do you think he should get a receipt from the cashier for her? Why?**

Dialogue 2:

1. **Why couldn't the guest get the order?**
2. **Was the guest disappointed? Why?**
3. **Did the room service attendant offer the guest any other choice of food?**
4. **Did the room service attendant offer any help or suggestions?**
5. **What do you think the room service attendant should say or do?**

Dialogue 3:

1. **What did the guest ask the room service attendant about?**
2. **Did he answer the question?**
3. **What else did he do for the guest?**

Dialogue 4:

1. **What did the guest need?**
2. **Did the room service attendant have it?**
3. **What did he say he could do?**
4. **Would you do it differently? If so, what would you do?**

SPEAKING

Work with a partner and answer the questions. Then, record yourself.

1. Guest: **Excuse me. Could you tell me where the hotel barber shop is?**

2. Guest: **I have some foreign currency that I need exchanged. Do you know where I can do that?**

3. Guest: **How do I get to the swimming pool?**

4. Guest: **Where can I find a gift shop?**

5. Guest: **Would you tell me some interesting places to visit in the city?**

6. Guest: **Would you recommend a good seafood restaurant?**

7. Guest: **(on the phone) Could you bring up 2 more clean towels? By the way, the toilet in the bathroom doesn't flush well. Can you send someone to fix it?**

8. Guest: **(on the phone) I would like a bottle of Tenant's Milk Stout Beer.**

Compare your answers with others'. Do you think they are all appropriate answers? Explain why or why not.

Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers.

UNIT 5: CONFIRMING AND CLARIFYING REQUESTS

GETTING READY

Listen to the four examples and answer the questions below.

a. accent: "Where is the jeep (chip)?"
b. missing words: "I want order continental breakfast."
c. wrong structure: "How to take cable cars is where?"
d. minimum English: "...breakfast...I order breakfast..."

1. Is it easy or difficult to understand the guests? Why?

2. Have you ever talked to guests whose English was very difficult to understand? Give 2 examples.

   1)

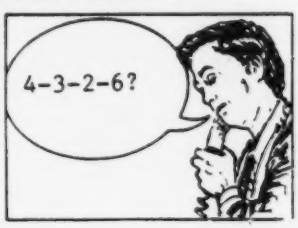
   2)

3. What did you do?

DIALOGUES

Dialoque I: 4236?

Attendant: Good morning. This is room service, Sharon speaking. How may I help you?
Guest: Yes. I want orange juice and toast.
Attendant: One orange juice?
Guest: Yes. One.
Attendant: Anything else?
Guest: No. Thank you.
Attendant: What's your room number?
Guest: My room number is 4326.
Attendant: 4326?
Guest: Yes.
Attendant: What is your name, please?
Guest: Shu, S-H-U.
Attendant: Thank you, Ms. Shu. I'll bring it up in 10 minutes.



Dialoque II: Did you say bran muffins?

Attendant: Good afternoon. This is room service, Sharon speaking. How may I help you?
Guest: Yes, I want to order a small pot of coffee.
Attendant: Would you like some toast or muffins, sir?
Guest: Mmmm.... Two muffins.
Attendant: Two muffins?
Guest: Yes, two.
Attendant: What kind of muffins? We have blueberry, poppyseed and bran muffins.
Guest: Bran.
Attendant: Did you say bran muffins?
Guest: Yes.
Attendant: OK. Two bran muffins. Anything else, sir?
Guest: No. Thank you.
Attendant: What's your room number, please?
Guest: 2217.
Attendant: 2217. And what's your name?
Guest: James Khejjou.
Attendant: Thank you, Mr. Khejjou. It'll be up in 10 minutes.

USEFUL EXPRESSIONS:

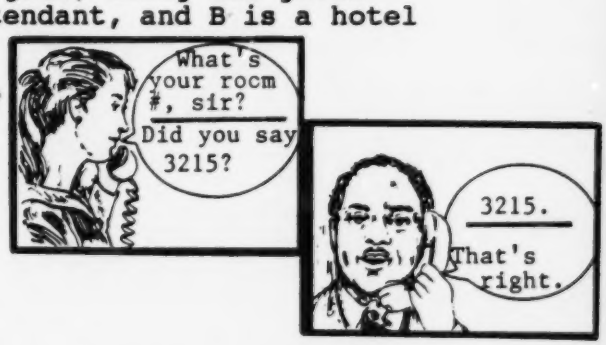
4326?
13 or 30?
Did you say _____?
4326

Excuse me. What did you say?
Could you repeat that?
Could you say that again?

SPEAKING

Find a partner and practice the dialogues, using the given expressions. A is a room service attendant, and B is a hotel guest. Follow the example.

A: What's your room number, sir?
B: 3215.
A: ***Did you say 3215?***
B: ***That's right.***



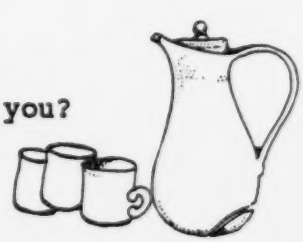
I. Did you say...?

1. A: We have orange, grapefruit, apple and cranberry juice.
   B: I want apple juice.
   A: .....?
   B: .....

2. A: Would you like a Continental or All American breakfast?
   B: Oh...a Continental breakfast.
   A: .....?
   B: .....

3. A: What's your room number, Mr. Smith?
   B: It's thirty-one seventeen.
   A: .....?
   B: .....

4. A: Room service. Joan speaking. May I help you?
   B: I'd like a large pot of coffee.
   A: For how many?
   B: For four.
   A: .....?
   B: .....



II. Excuse me. What did you say?

1. A: What would you like?
   B: A grapefruit juice and some chips.
   A: ......?
   B: ....

2. A: I'll set it on the table over there.
   B: That's fine, and would you get me a copy of the *Chronicle*?
   A: ......?
   B: ....

3. A: Room service. Denise speaking. Can I help you?
   B: Yes, you can. I'd like some coffee and a chocolate cake.
   A: ......?
   B: ....

4. A: Can I help you?
   B: Yes. Where is the GE conference meeting?
   A: ......?
   B: ....

III. Excuse me. Could you repeat that?

1. A: Would you like anything to go with your coffee?
   B: I'd like some danish pastries and a slice of cheese cake.
   A: ......?
   B: ....

2. A: What would you like to have?
   B: A continental breakfast with tea, an orange juice, two eggs sunny side up, sausage and wheat bread.
   A: ......?
   B: ....

3. A: What's your name, ma'am?
   B: Marie-Claire Ballay-Le Brun.
   A: ......?
   B: ....

4. A: Anything else, sir?
   B: No, thanks. Oh, by the way, I would like to have a copy of today's Wall Street Journal and the hotel's sight-seeing magazine, please.
   A: ......?
   B: ....

IV. 13 or 30?

1. A: What's your room number, sir?
   B: It's thirty-one thirteen.
   A: 13 or 30?
   B: 13. One-three.

3113

2. A: Can I help you?
   B: We'd like some coffee for the banquet.
   A: For how many people?
   B: 16.
   A: .....?
   B: .....

3. A: Room service. Dennis speaking. May I help you?
   B: Yes. Could you bring some drinks for a group of 40 people in the meeting room?
   A: .....?
   B: .....

4. A: Anything else, ma'am?
   B: No. Please bring it up around 9:40.
   A: .....?
   B: .....

Change partners and practice again. This time, look only at your part. For example:

Student A	Student B
A: What' your room number, sir?	A: .....?
B:	B: 3215.
A: **Did you say 3215?**	A: .....?
B:	B: **That's right.**

I. Did you say...?

Student A

1. A: We have orange, grapefruit, apple and cranberry juice.
   B: .....
   A: .....?
   B: .....

Student B

1. A: .....
   B: I want apple juice.
   A: .....?
   B: .....

2. A: Would you like a continental or All American breakfast?
   B: .....
   A: .....?
   B: .....

2. A: .....?
   B: A continental breakfast.
   A: .....?
   B: .....

3. A: What's your room number?
   B: .....
   A: .....?
   B: .....

3. A: .....?
   B: Thirty-one seventeen.
   A: .....?
   B: .....

4. A: Room service. Joan speaking.
   B: .....
   A: .....?
   B: .....

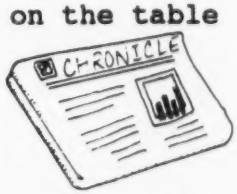
4. A: .....?
   B: I'd like a large pot of coffee.
   A: .....?
   B: .....

II. Excuse me. What did you say?

1. A: What would you like?
   B: .....
   A: .....?
   B: .....

1. A: .....?
   B: A grapefruit juice and Tortilla chips.
   A: .....?
   B: .....

2. A: I'll set it on the table over there.
   B: .....?
   A: .....?
   B: .....



2. A: .....
   B: That's fine, and would you get me a copy of the *Chronicle*?
   A: .....?
   B: .....

3. A: Room service. Dan speaking. May I help you?
   B: .....
   A: .....?
   B: .....

3. A: .....
   B: Yes, you may. I'd like ...coffee and... chocolate cake.
   A: .....?
   B: .....

4. A: Can I help you?
   B: .....
   A: .....?
   B: .....

4. A: .....?
   B: Yes. Where is the GE conference meeting?
   A: .....?
   B: .....

III. Excuse me. Could you repeat that?

1. A: Would you like anything with your coffee?
   B: .....
   A: .....?
   B: .....

1. A: .....?
   B: I'd like a danish, and... cheese cake.
   A: .....?
   B: .....

2. A: What would you like to have?
   B: .....
   A: .....?
   B: .....

2. A: .....?
   B: A Continental breakfast with tea, an orange juice, two eggs sunny side up, sausage and wheat bread.
   A: .....?
   B: .....

3. A: What's your name, ma'am?
   B: .....
   A: .....?
   B: .....

3. A: .....?
   B: Marie Ballay-Le Brun.
   A: .....?
   B: .....

4. A: Anything else, sir?
   B: .....
   A: .....?
   B: .....

4. A: .....?
   B: No, thanks. Oh, by the way, I'd like to have a copy of today's Wall Street Journal and the hotel's sight-seeing magazine.
   A: .....?
   B: .....

IV. 13 or 30?

1. A: What's your room number?
   B: .....
   A: .....?
   B: .....

1. A: .....?
   B: Thirty-one thirteen.
   A: .....?
   B: .....

2. A: Can I help you?
   B: .....
   A: For how many people?
   B: .....
   A: .....?
   B: .....

2. A: .....?
   B: We'd like some coffee for the banquet.
   A: .....?
   B: 16.
   A: .....?
   B: .....

3. A: Room service, Van speaking. How may I help you?
   B: .....
   A: .....?
   B: .....

2. A: .....?
   B: We need some soft drinks for a group of 40 people in the Lambard Room.
   A: .....?
   B: .....

4. A: Anything else, ma'am?
   B: .....
   A: .....?
   B: .....

4. A: .....?
   B: Bring the dinner up at quarter after 5, please.
   A: .....?
   B: .....

ROLE PLAY

Find a partner and role play the following situations. Then, change partners and practice again.

Student A

Call Room Service. Order a dinner and some drinks. Your room # is 3315 (Thirty-three fifteen). Use the following menu to help you order.

Student B

Answer the phone and take orders. Remember to recommend other food and drinks to the guest. Ask and confirm the guest's room # and last name. Use the following menu to help you promote sales.

DINNER ENTREES
From 5:00 p.m. to 11:00 p.m.
All Entrees Include Fresh Daily Vegetable and Julienne Fries, Rice or Baked Potato

ARTICHOKE CHICKEN 15.50
Grilled Breast of Chicken with Creamy Chardonnay Sauce, Artichoke Hearts, Capers, Lemon, Tomato and Mushrooms
NEW YORK SIRLOIN STEAK, 12oz. 19.00
With Maitre d'Butter
GRILLED SALMON 16.50
With Citrus Butter or Creamy Pesto Sauce
SCAMPI 17.00
Jumbo Shrimp Sauteed in Creamy Garlic Sauce
STIR-FRY CHICKEN 10.75
With Fresh Garden Vegetables on a Bed of Rice
PETITE FILET and SCALLOPS 19.50
With Mushroom Cabernet and Lemon Garlic Sauces
THE FRESHEST FISH OF THE DAY. 15.50

ROAST PRIME RIB OF BEEF
12 oz. cut, Served au jus. 18.50

DINNER ENTREES
From 5:00 p.m. to 11:00 p.m.
All Entrees Include Fresh Daily Vegetable and Julienne Fries, Rice or Baked Potato

ARTICHOKE CHICKEN 15.50
Grilled Breast of Chicken with Creamy Chardonnay Sauce, Artichoke Hearts, Capers, Lemon, Tomato and Mushrooms
NEW YORK SIRLOIN STEAK, 12oz. 19.00
With Maitre d'Butter
GRILLED SALMON 16.50
With Citrus Butter or Creamy Pesto Sauce
SCAMPI 17.00
Jumbo Shrimp Sauteed in Creamy Garlic Sauce
STIR-FRY CHICKEN 10.75
With Fresh Garden Vegetables on a Bed of Rice
PETITE FILET and SCALLOPS 19.50
With Mushroom Cabernet and Lemon Garlic Sauces
THE FRESHEST FISH OF THE DAY. 15.50

ROAST PRIME RIB OF BEEF
12 oz. cut, Served au jus. 18.50

UNIT 6: TAKING GUEST COMPLAINTS

GETTING READY

1. Have you ever handled guest complaints?
   If so, what did they say? Give 2 examples.

   1)

   2)

2. What did you do?

LISTENING

Listen to the conversation between a room service attendant and a hotel guest. Then answer the questions below.

1. What did the guest order?

2. What did she complain about?

3. While listening to the complaint,
   did the attendant speak at all?
   What did he say?

4. Did he apologize?
   What did he say?

5. Did he give the guest an explanation?
   If so, what did he say?

6. What action did he promise?

7. Do you like the way he handled
   the complaint? Why or why not?

DIALOGUE

Listen and practice the following conversation.

MY BREAKFAST! ...it's been half an hour! ...and I've got an important meeting...
I'm really sorry, ma'am. I'll make sure that the breakfast is sent to you immediately, and it'll be complimentary.

Attendant:	Room service. Mark speaking. May I help you?
Guest:	Can you do something about the service in this hotel?
Attendant:	**I'm sorry, ma'am. What's the problem?**
Guest:	MY BREAKFAST...That's the problem...!
Attendant:	**Yes...**
Guest:	I ordered a continental breakfast from Room Service ...oh, at least half an hour ago...
Attendant:	**Uh-hum.**
Guest:	I've telephoned Room Service three times, but my breakfast still hasn't come...
Attendant:	**I see...**
Guest:	...I've got an important meeting at 9 o'clock and now it seems I'll have to go there without breakfast! Really, I don't think this is good enough!
Attendant:	**I'm very sorry about this, ma'am. I'll bring up the breakfast immediately, and it'll be complimentary.**
Guest:	That sounds fine.
Attendant:	What's your room number again?
Guest:	4114.
Attendant:	4114...Continental breakfast with coffee?
Guest:	That's right.
Attendant:	Thank you, ma'am. I'll bring it up to your room right away.
Guest:	Thank you.

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Some "rules" for handling complaints:

1. Listen carefully to the complaint.
2. Do not interrupt.
3. Wait until the guest has completely finished.
4. Apologize.
5. Speak normally.
6. Summarize the complaint. (optional)
7. Explain what you can do and how quickly.
8. If the guest is angry and complaining in a public area, try to direct the guest to a somewhere private place.
9. If necessary, refer the complaint to a manager.

Review the conversation on the previous page. Then answer the following questions.

1. Which rules did the attendant follow in the conversation?
2. Which rule(s) do you think is most difficult to follow? Why?
3. What are possible purposes of each rule?
4. When do *you* handle customer complaints and when do you refer them to a manager?

USEFUL EXPRESSIONS

Expressions used by guests in complaining:

I was told ... but ...
I asked for ... but ...
I've called 3 times ... but ...
I paid for ... but

Can you do something about...?
This (item) is in a mess/disgusting (etc.)
What's the meaning of this?/What nonsense is this?
I've never...!
I asked for (A), not (B)!

Expressions used by room service staff in dealing with complaints:

1. APOLOGIZING
   I'm sorry
   I'm very sorry about that.
   I (really) must apologize.

2. GIVING AN EXPLANATION
   It took a while to come over here from the food preparation area/Room Service Department.
   It took longer than we thought.
   We've had a few trainees recently;

3. PROMISING ACTION TO BE TAKEN
   I'll have (it sent up right away)
   I'll make sure (it's brought to you immediately)
   I'll .... right now.
   What I'm going to do now is ...
   The first thing I'm going to do is ...
   Let me take care of that for you.

SPEAKING

Respond to the complaints below. Use suitable phrases of apology and promise immediate actions.

1. We've been waiting half an hour for our dinner.

   I'm sorry about that, sir. I'll have it sent up right away.

2. I don't like the eggs.

3. Why is it taking so long to deliver our order?

4. We didn't order the wine.

5. I paid for a double room and **two** breakfasts, not one!

LISTENING

Listen to each conversation between a hotel guest and a room service attendant. Circle *the best* response to for each conversation.

1. a) I'm telling you the truth. It *is* true.
   b) I understand that. I'll make sure it's sent to you right away.
   c) I know, and I'll certainly talk to my manager about it.

2. a) What can we do for you?
   b) I'm very sorry, ma'am. I'll replace it right away.
   c) I'm sorry, ma'am. I'll go up and check it right now.

3. a) I must have the wrong room number, and I'm terribly sorry to have bothered you.
   b) I'm sorry. Isn't this room 2345?
   c) I'm very sorry, but would you know who ordered this?

4. a) I'm very sorry. We had a busy morning and every one has been very busy.
   b) I'm really sorry. It took a bit longer than we expected.
   c) I'm sorry. Is there anything else I can get for you?

5. a) Are you sure no one else ordered it?
   b) I'm sorry, but the check shows that there's an orange juice.
   c) I'm sorry. I'll take it off right now.

SHERATON AT FISHERMAN'S WHARF

MODULE 1

LISTENING SCRIPT AND ANSWER KEY

LISTENING -- p.1

Dialogue A

A: Good morning. This is Room Service, Pennie speaking. How may I help you?
B: I'd like some coffee please.
A: For how many?
B: 2.
A: Through room service, we offer a small pot of coffee for 2 people. Would that we fine?
B: Yes.
A: What's your room number?
B: 4227.
A: 4-2-2-7. And may I have your name?
B: Bill. Bill Johnson.
A: Thank you, Mr. Johnson. I'll bring it up to 4227 in 10 minutes.
B: Thank you.

Dialogue B

A: Good afternoon, this is Room Service, Denise speaking. How may I help you?
B: This is Jim Wang at Room 3126. I'd like some coffee.
A: For how many?
B: For 4 people.
A: Through room service, we offer a large pot of coffee for 4. Would that be fine?
B: Yes.
A: Would you like some pastries, cakes or pies?
B: What types of pies do you have??
A: We have apple, cherry and lime pies.
B: I'll have a slice of apple pie.
A: All right, Mr. Wang. I'll bring it up in 15 minutes.
B: Thank you very much.

LISTENING -- p.3

1. A: Good morning, this is room service, Tim speaking. How may I help you?
   B: We'd like some coffee for 4, please.
   A: Through room service, we offer a large pot of coffee for 4. Would that be fine?
   B: Yes.
   A: **Would you like a danish or pastry?**
   B: I'll have a danish.
   A: **Anything else, sir?**
   B: No, that's it.
   A: All right. May I have your name and room number, please?
   B: Sure. This is Bob Jenkins in room 2312.
   A: Thank you, Mr. Jenkins. I'll bring it up in 10 minutes.
   B: Thank you.

2. A: Good morning, this is room service, Tina speaking. How may I help you?
   B: I'd like some breakfast for two.
   A: A continental or American breakfast?
   B: Yes, an All American.
   A: With coffee or tea?
   B: Tea, please.
   A: What type of juice would you like? We have orange, pineapple, apple, tomato, and cranberry juice.
   B: Apple.
   A: **Anything else, ma'am?**
   B: No, thank you.
   A: What's your room number, please?
   B: 4330.
   A: 4-3-3-0. And your name, please?
   B: Lily Rogers.
   A: Excuse me. Could you repeat that?
   B: Lily Rogers.
   A: Thank you, Ms. Rogers. How long will it take?
   A: About 15 minutes.
   B: Okay. Thank you.

3. A: Good morning, this is room service. Ginny speaking. How may I help you?
   B: This is Mrs. Rivera at Room 3113. I'd like a continental breakfast with coffee and orange juice.
   A: All right. **Would you also like some fruit?**
   B: No, thank you.
   A: **Anything else?**
   B: No, that's it.
   A: Thank you, Mrs. Rivera. It'll be up in about 15 minutes.
   B: Thank you very much.

4. A: Good morning, this is room service. Gene speaking. How may I help you?
B: I'd like 2 eggs, a bran muffin and coffee.
A: Through room service, we offer a small pot of coffee for 1 or 2. Would that be fine?
B: Sure.
A: How would you like your eggs, ma'am?
B: Sunny side up.
A: With ham, bacon or sausage?
B: No, thanks.
A: **Would you also like some orange juice?**
B: No, that's OK.
A: **How about a muffin or pastry?**
B: No, thanks.
A: All right. What's your room number, please?
B: 4225.
A: And your name?
B: Linh Tran.
A: Thank you, Ms. Tran. I'll bring it up in about 15 minutes.
B: Thank you very much.

5. A: Good evening, this is room service, Mario speaking. How may I help you?
B: I'd like to order some dinner for two.
A: Sure. What would you like, sir?
B: A New York sirloin steak and a grilled salmon.
A: How would you like your steak, rare, medium or well done?
B: Medium.
A: With French fries, rice or baked potato?
B: Baked potato.
A: **Would you like to have some wine?**
B: Yes, a bottle of Napa Ridge Cabernet Sauvignon and a glass of Belvedere Chardonnay.
A: OK. And **how about some dessert?**
B: No, that's OK.
A: Anything else, sir?
B: That's it.
A: What's your room number, sir?
B: 3317, Smith. How long will it take?
A: About 25 minutes.
B: Good. Thank you very much.

LISTENING -- p.10

1. A: Room service.
   B: Come in, please...just leave it on that table.
   A: All right. Here's toast, eggs, coffee, juice, and cream and sugar.
   B: Good.
   A: **Would you sign the check, please?**

2. A: Room service.
   B: Just a minute...Come on in.
   A: **Would you like me to set it on the table?**

3. A: Room service.
   B: Come in.
   A: **I'm sorry, but the door's locked.**

4. A: Room service.
   B: Hi, come in. Just put it on the table over there, please.
   A: **OK....Here's tea, two cups and two sandwiches.**

5. A: Room service.
   B: Could you just leave it at the door, please?
   A: **Sure, but I need you to sign the check, sir.**

6. A: Room service.
   B: Come in...just put it on the table over there.
   A: OK. Here's coffee, muffin, and cream and sugar.
   B: Good. Thank you.
   A: Would you sign the check, please?
   B: Sure. Where do I sign?
   A: **On the back.**

7. A: Would you sign the check, Ms. Chen?
   B: Sure. Should I sign...here?
   A: Yes.
   B: OK...here you go.
   A: **Thank you, Ms. Chen. Have a nice evening.**

8. A: Room service.
   B: Come in, please.
   A: Would you like me to set it on the table?
   B: Yes, thank you.
   A: Here's juice and cakes. Would you sign the check, please?
   B: Sure. Is service included?
   A: **No, it's not, ma'am.**

LISTENING -- p.13

1. A: Excuse me. Would you know how to get to Columbus Street?
   B: Columbus Street? Sorry, I'm not sure. Ask the Concierge.
   A: Thanks.... Excuse me. How do I get to Columbus Street?
   C: Go down North Point. It's the third left.
   A: I see. Thanks.
   B: You're welcome.

2. A: Pardon me. Could you tell me where Ghirardelli Square is?
   B: Ghirardelli Square? Uh...go down North Point. It's on the right at North Point and Larkin.
   A: Down North Point at Larkin.
   B: That's right.
   A: Thank you.
   B: You're welcome.

LISTENING -- p.17

1. A: By the way, could you tell me how to get to the Cannery?
   B: Let me see... take a right out of the front door at Mason. Go to Beach, make a left, and walk three blocks to Leavenworth. Cross Leavenworth, and it's on your right.
   A: I see. Turn left on Beach, go to Leavenworth, and it's on the right.
   B: Yes.
   A: Thank you very much.
   B: You're welcome. Have a nice day.

2. A: Excuse me, would you know where I can catch the ferry to Alcatraz?
   B: Yes. Make a right on Mason out of the front door. Go to Jefferson and make a right. Go straight and it's at Pier 41 on your left.

3. A: Do you know where the National Maritime Museum is?
   B: Yes. Take a right out of the front door at Mason. Then take a left on Beach and go straight to Polk Street. The museum is on your right.
   A: Let me see if I got that. Right on Mason, left on Beach, and it's at...Polk?.
   B: That's right. It's a big building. You can't miss it!
   A: That's a lot.

4. A: Excuse me. Would you know how to get to the 15 bus stop?
   B: Go down this street. It's on the right at Powell and Beach.
   A: Thank you.
   B: You're welcome.

DISCUSSION -- p.19

1. Guest: Where's a good place to eat in the city?
   Attendant: There's a good restaurant in the hotel. They have a complete menu; I'm sure they can help you.

2. Guest: Pardon me, ma'am. Is there a rental car office in the hotel?
   Attendant: I'm not sure. You should ask the front desk staff.

LISTENING -- p. 20

Dialogue 1:

A: Room service.
B: Come on in.
A: Thank you. Here's coffee and pastry. Would you please sign the check?
B: Sure. Is there any way I can get a separate receipt for it?
A: I can fill out the bottom of the check for you. Would it be OK?
B: I suppose so.
A: You may also go to the restaurant on the first floor and ask for a receipt at the cashier.
B: Thanks.

Dialogue 2:

A: Room service. Ted speaking. How may I help you?
B: I'd like some soy bean milk with my breakfast.
A: I'm sorry, ma'am. We don't have soy bean milk.
B: Well, I'd really like some soy bean milk.
A: I'm really sorry, but we don't carry it, ma'am.
B: Well, that's OK. Thanks anyway.
A: You're welcome.

Dialogue 3:

A: Room service.
B: Come in.
A: I'll set it on the table over there.
B: That's fine.
A: Here's pizza and Coke. Could you sign the check, please?
B: OK. By the way, do you know when the cable cars leave and how much they cost?
A: It costs $3 per person. There are cable car timetables at the front desk. Would you like me to get a copy for you?
B: Oh, yes. Thank you very much.
A: You're welcome. I'll be right back.

Dialogue 4:

A: Room service.
B: Come in...set it on the table over there please.
A: Here's your dinner: artichoke chicken, rice and white wine.
B: Very good. Thank you.
A: Could you sign the check, please?
B: All right...Oh, could you also get me a copy of the *Figaro*?
A: I'm sorry, but we don't carry *Figaro*. Would you like me to call a newsstand and get you a copy, sir?
B: Yes, please.
A: All right. It may take a while, but I'll get it to you as soon as possible.
B: Thank you so much.

SPEAKING -- p. 21

(suggested responses)

1. Attendant: Sure. Once you walk through the front door at the lobby, keep going straight to the next building. You'll find a barber shop on the group floor.

2. Attendant: Our front desk staff can take care of your foreign currency. Also, you may go to the travel agency at the lobby or the one in the building right across from the lobby.

3. Attendant: Take the elevator to the ground floor, then make a right. The swimming pool is on your right behind the deck.

4. Attendant: It's right by the hotel main entrance across from the lobby.

5. Attendant: Certainly. Golden Gate Bridge is a beautiful site, Chinatown is quite interesting, and it's not far from the hotel. And a half-day trip to Alcatraz or Golden Gate Park can be very nice too.

6. Attendant: Well, the Mason-Beach Grill is a fine restaurant in the hotel. Also, Alioto's Restaurant on Jefferson and Taylor (or Franciscan Restaurant at Mason and Jefferson) has good seafood.

7. Attendant: I'll call Housekeeping to have the towels sent, and I'll call Maintenance to fix your toilet.

8. Attendant: I'm really sorry, we don't carry that beer. We do have a number of fine beers. I recommend/Would you like to try a locally brewed beer called Anchor. It comes as a porter and an ale.

LISTENING -- p. 30

Attendant: Room service. Mark speaking. How may I help you?
Guest: Can you do something about the service in this hotel?
Attendant: I'm sorry, ma'am. What's the problem?
Guest: MY BREAKFAST...That's the problem...!
Attendant: Yes...
Guest: I ordered a continental breakfast from Room Service...
...oh, at least half an hour ago...
Attendant: Yes...
Guest: I've telephoned Room Service twice, but my breakfast still hasn't come...
Attendant: I see...
Guest: ...I've got an important meeting at 9 o'clock and now it seems I'll have to go there without breakfast! Really, I don't think this is good enough!
Attendant: I'm very sorry about this, ma'am. I'll make sure that the breakfast is sent to you immediately, and it'll be complimentary.
Guest: That sounds fine.
Attendant: What's your room number again?
Guest: 4114.
Attendant: 4114...Continental breakfast with coffee?
Guest: That's right.
Attendant: Thank you, ma'am. I'll bring it up to your room right away.
Guest: Thank you.

SPEAKING -- p. 33

(suggested responses)

1. We've been waiting half an hour for our dinner.
   I'm sorry about that, sir. I'll have it sent up right away.

2. I don't like the eggs.
   I'm sorry about that. I'll replace them right away.

3. Why is it taking so long to deliver our order?
   I'm very sorry. It took longer than we expected.

4. We didn't order the wine.
   I'm sorry about that. Let me take it off now.

5. I paid for a double room and two breakfasts, not one!
   I'm terribly sorry. I'll bring up the other breakfast right away.

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LISTENING -- p. 34

1. Attendant: Good evening. This is room service, Eric speaking. How may I help you?
   Guest: We've waited all evening for our dinner. If you don't bring it up in the next two minutes, I'm leaving.
   Attendant: I'm terribly sorry that your order was delayed. It probably took a little longer than we expected. And...
   Guest: I don't need any excuse.
   Attendant: **I understand that. I'll make sure it's sent to you right away.**

2. Attendant: Good morning, this is room service, Jane speaking. How may I help you?
   Guest: Can you send someone up, please? We just ordered some eggs and toast, but the toast is cold and the eggs are bland.
   Attendant: **I'm very sorry, ma'am. I'll replace it right away.**

3. Attendant: Room service.
   Guest: Yes?
   Attendant: Here's your breakfast and newspaper.
   Guest: I didn't order anything.
   Attendant: **I must have the wrong room number, and I'm terribly sorry to have bothered you.**

4. Attendant: Room service.
   Guest: Come in...I ordered it 20 minutes ago.
   Attendant: Yes, sir. **I am really sorry about that. It took a bit longer than we expected.**

5. Attendant: Room service.
   Guest: Come in.
   Attendant: Good morning, ma'am. Here's your breakfast: eggs, toast, coffee and orange juice.
   Guest: I didn't order orange juice.
   Attendant: **I'm sorry. I'll take it off right now.**